DOCUMENT RESUME

ED 245 103 CE 039 111

AUTHOR Menlo, Allen
TITLE The Non-Resistance of Adults to Change.
PUB DATE 23 Apr 84
NOTE 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Adults; *Attitudes; *Behavior; Behavioral Science Research; *Change; Psychological Studies; Psychology
IDENTIFIERS *Loss; *Resistance (Psychology)

ABSTRACT

The first objective of a small exploratory study was to explore the speculation that adults do not resist change, but what they do resist are expected losses that may arise in association with the change. The second objective was to acquire some preliminary findings about the types of losses that adults may expect when facing change. Thirty structured interviews were conducted with 18 females and 12 males, ranging in age from the late teens to the fifties. Respondents were questioned about an instance when he/she was requested, advised, told, or demanded to do something differently and did not do so. None of the 30 respondents were judged as identifying the change requested of them as the target of their resistance. Instead, each was judged as identifying an element within the events and issues expected by the respondent if they had engaged in the requested change. All expected losses fell within the personal and social categories. (Appendixes, comprising three-fourths of the document, include protocols of the interviews and the questionnaire.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED245103

THE NON-RESISTANCE OF ADULTS TO CHANGE

Allen Menlo
School of Education
The University of Michigan

Prepared for Presentation at the 1984
American Educational Research Association Annual Meeting
New Orleans, April 23, 1984

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A Menlo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE03 9111

THE NON-RESISTANCE OF ADULTS TO CHANGE

Allen Menlo
School of Education
The University of Michigan

Introduction

Resistance has been commonly defined as any conduct that serves to maintain the status quo in the face of pressures to alter the status quo (Zaltman, 1977). Mainstream social-psychological literature on the dynamics of change purports that resistance to change is a natural human phenomenon and that the self-system tends to be resistant to change (Swensen, 1983). Zaltman(1977, p. 59) observes that resistance is the most commonly encountered response to an advocated change. Huse (1980, pp. 118-119) identifies factors increasing and decreasing individuals' resistance to change. Based on this proposition that persons resist change, books and manuals have been written for practitioners which advise them on how to reduce or eliminate resistance to change. One such book (Hultman, 1979) offers to provide ". . .clear, concrete ways to deal more effectively with a daily reality--resistance to change." One guide for educational leaders (Miles, 1959) cites resistance to change as a positive sign, in that it means that a training program is taking hold and making a difference.

My own experience has led me to a speculation about resistance which is contrary to the foregoing observations and perspectives and which I have shared elsewhere (Menlo, 1980, 1981). It seems to me that there is no such thing as resistance to change or that, if and when it does occur, it is an unusual rather

than a usual phenomenon as most behavioral science literature on the topic would have us believe. Further, it has occurred to me that I have not seen a real-life example of this phenomenon in any of my work in teaching, consulting, or training with adults in one-to-one, group, organization, or community settings. It has seemed that most adults seek rather than resist change in self and surroundings, and that daily life is comprised of a multitude of receptive responses to requests for action and change initiated by self and others. In support of this view is the writing of Szent-Gyoergyi (1974), from a bio-chemistry and bio-energetics outlook, about the natural desire of all living things to change toward a state of greater perfection. Fried (1970) observes, from a psychotherapeutic perspective, that, although persons' facades of passivity may mislead us, one of the basic needs of all humans is activeness--to tackle life, to make human contacts, and to exercise will and skills. Also, Miller (1978) notes that the biology of the body is one of inter-cellular action and proposes this as a microcosm of the nature of interpersonal relationships.

If the speculation that adults do not resist change is accurate, then one could still ask why adults appear reluctant at times to engage in activeness and change efforts and what it is that they resist. What I think I have observed is that adults often resist losses which they expect will accompany or follow an engagement in change. That is to say that the expected loss is the target of the resistance, and not the requested change. Thus, the first objective of this study is to explore the speculation that adults do <u>not</u> resist change, but, instead, what they <u>do</u> resist are expected losses which may arise in association with the change. The second objective is to acquire some preliminary learnings about the types of losses which adults may expect when facing change.

The perspective which undergirds this small exploratory study is that a major characteristic of all living systems is an inherent drive for change--an activeness,

curiosity, and search for betterment. In one sense, the organism makes no decision to change or not change, since change is a given phenomenon. It is speculated here that the internal decision-making which takes place in the face of change is whether or not certain losses will occur and what the organism intends to do about this. When losses of significant possessions are expected as a result of changing, then it is the expected losses which are resisted rather than the change itself. These losses could be of a personal nature (e.g., self-esteem, self-definition), a social nature (e.g., reputation, interpersonal power, friendship), or a material nature (e.g., resources external to self which are viewed as important or essential). When expectations of loss of elements significant to the organism arise in the consciousness of the organism, then the natural drive for change is halted as the energy of the organism is directed into resisting the expected loss. It is not until the organism can reduce its expectation of loss, gain a sense of control over the loss process, or reframe the expected loss into a non-loss or tolerable loss, that the resistance to it will be reduced or eliminated. The issue here is asserted to be that of identifying the actual locus of resistance in the change process rather than what might be termed by some as merely an issue of semantics.

Methods of Data Collection

A structured interview questionnaire with open-end questions was constructed and passed through several interview field testings to assure clarity, on-target character of questions, consistency between intended message of questions and message received, and non-existence of bias in service of the researcher's speculation. A copy is included at the end of this paper.

During two graduate level seminars on interviewing, one in the Spring 1982 and another in Spring 1983, seminar members acquired knowledge and skill in the facilitation of disclosure and training in the use of the particular questionnaire.

It was suggested that each member interview two non-friend adults--ideally one male and one female. Each interview was audio taped and lasted from one to two hours. In all, thirty interviews--eighteen female and twelve male--were conducted. The subjects' ages included one person in her late teens, most in twenties through forties, and three persons in their fifties. The socio-economic representation was wide as was work and professional roles. This informal procedure fits Kerlinger's (1973), p. 129) definition of "accidental" sampling. Since to confirm the speculation under consideration the suspected arrangement would need to be true in any and all cases, this latitude in sampling procedure seemed reasonable in an exploratory study.

The questionnaire invited the respondents to identify times within the past year when the respondent was either requested, asked, advised, told, or demanded to do something differently than the way s/he was doing it at the time and the respondent did not do so. It was clarified that this was an instance in which the respondent was being asked to make a change and the respondent was unwilling to do so. The respondent was then asked to select the instance about which s/he had the clearest memory and was willing to engage in discussion. A series of questions followed asking for details about who the person making the request was; what it was the respondent was supposed to do; how it happened that the request was made; why the respondent thought the person made the request; and what the respondent thought might happen while doing what was requested, right after doing it, and later. Finally, the interviewer reviewed the request made to the respondent and what the respondent expected might happen at the three points in time, and then asked the respondent which of these four things s/he actually resisted and why.

The thirty interviews were transcribed and later presented to a panel of four members from the two prior seminars. They were asked to consensually judge what the respondent had indicated as the target of resistance. They were then provided with a framework of three types of loss--personal, social, and material--

and asked to make consensual judgments as to whether or not each respondent's expected happenings could logically be interpreted so as to fit within the loss framework, and, if so, to determine each respondent's priority loss.

Results

Consistent with the specualtion set forth in this study,none of the thirty respondents were judged as identifying the change which was requested of them as the target of their resistance. Instead, each was judged as identifying an element within the events and issues expected by the respondent if they had engaged in the requested change. Most of the responses appeared to provide rather direct evidence of this being the case; a small number of less pointed responses required the panel's interpretation. Sample size and selection procedures here are not promotive of drawing conclusions about relationships between respondent sex and type of expected loss identified as the target of resistance. But, the types of expected loss and numbers of each sex identifying them are interesting; thus, they are presented in Table 1. Note that all expected losses were judged by the panel as falling within the personal and social categories. Therefore, the material loss category does not appear in Table 1.

One finding to extract from Table 1 is the majority of all respondents (and among the men and women separately) identified more expected losses of a personal than social nature. Within both groups, the losing of one's power over one's self to others was the major loss expected and resisted. It can also be noted that three of of the eighteen women respondents identified an expected loss of the way they define themselves as the priority target for resistance while this appeared to not be a priority concern for the men respondents. For a more detailed understanding of the meaning of each of the categories and types of expected loss, please refer to the thirty protocols which follow later in this paper and which are condensations of the transcribed interviews.

TABLE 1

TYPES OF EXPECTED LOSS AND NUMBER OF MEN AND WOMEN RESPONDENTS IDENTIFYING THEM AS THEIR TARGETS OF RESISTANCE

TYPE OF EXPECTED LOSS	NO. OF FEMALE RESPONDENTS (N=18)	NO. OF MALE RESPONDENTS N=12)
PERSONAL		
Own Power Over Self	5 (28%)	5 (42%)
Self Esteem	3 (17%)	2 (17%)
Self Definition	3 (17%)	- (0%)
Principle/Belief/Morals	2 (11%)	1 (8%)
A Mask to Myself	1 (5%)	- (0%)
TOTAL	14 (78%)	8 (67%)
SOCIAL		
Reputation/Social Esteem	1 (5%)	2 (17%)
Relationship/Quality of Relationship	2 (11%)	1 (8%)
Effectiveness in Relationship with Others	- (0%)	1 (8%)
Certainty of Consequences	1 (5%)	- (0%)
TOTAL	4 (21%)	4 (33%)

What does seem clear from an examination of the protocols is that what may appear to be a resistance to a request for change may be a much more complex phenomenon than meets even considered observation by the agent of change. Some examples may help. In protocol No. 3, a sister's aggressive reluctance to be accepting toward her brother turns out to be a tender concern for losing her relationship with him. In protocol No. 9, what appears to be a negative reaction to a request for improving a relationship is a desperate attempt to prevent a loss of self and consequential loss of love. In protocol No. 22, a therapist's denial

of a client's request shows itself to be a protection against losing power to be helpful to the client. In protocol No. 24, a mother's continued nagging at her daughter emerges as a means of maintaining herself as a needed parent. In protocol No. 26, a wife's refusal to copperate with her husband evidences itself to be a resistance to the loss of a self-respected view of her self. In protocol No. 28, a father's discontinuation of phoning his son turns out to be an effort at protecting himself and his son from losing an understanding relationship. In protocol No. 30, a faculty member's continuation of non-responsible behavior is a means of precluding a loss of positive regard from his colleagues.

Further Considerations

With full recognition of this small, exploratory study's limitations in sample size, procedures of sample selection, and possible intrusion of researcher bias, it may still function as impetus to explore further the proposed reconceptualization of adult resistance in the face of requests for change. More extensive and rigorous inquiry into the phenomenon of resistance may produce findings with important implications for the development of strategies for resistance prevention and resistance reduction in the practice of teaching, training, counseling, consultation, and planning with adults. For instance, strategy development may begin to incorporate a consideration of the types of losses which adult clients are likely to expect, how to assess them, and how to prevent or reduce resistance toward them--as well as the more usual assessment of needs and then building helping services on the basis of them.

In one sense, this study has proposed and tested a reframing of a phenomenon which fits the "facts" of the same concrete situation equally well or even better and thereby changes its meaning. What turns out to be potentially changed as a result of the reframing is the meaning attributed to the situation, and, thus, its

consequences (Watzlawick, 1974), p. 95). On the basis of the proposed reconceptualization, reluctance to further inquiry into its potential for redefining the reality of resistance may only stem from the expected loss of an old standby in the behavioral sciences.

PROTOCOLS
OF
INTERVIEWS

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
1	M	My wife requested me to not mow lawn because it sets off allergies. I feel my wife is concerned about my health and wants to be helpful.	Wife might try to mow lawn. She is not familiar with mowing and I don't want her to be. I would have to find someone in neighborhood to mow lawn.	I would have to argue to convince her that I should mow the lawn. I like to do yard work.	I would be unhappy and regret that I agreed.	Her inference that my health problem was serious and that she was trying to deny me the joy I get from doing yard work.	Being denied my independence of making decisions Implication that I no longer can do these things and have to cut back.	Own power over self.
2	F	My principal highly suggested that I refrain from drinking coffee in the hall or in my classroom, especially when the superintendent is in the building. She wants us to look good, a compliant group of teachers before the superintendent actually complains; to uplift the view that people have of teachers.	I won't have my morning lift from my cup of coffee. I would give up a little bit of my personal liberty and rights. My classroom is my dominion.	If he can control that part of my life, than maybe he can do a lot more.	I would feel negative toward him and become resentful and hostile about this and other issues as well.	A loss of my own personal liberty, my own rights.	It is taking away my rights. Rule doesn't make any sense.	Own power over self.
3	F	My mother asked me to give total acceptance and to condone my brother's behavior because he was my brother and in order to have perfect harmony in the family. This happened after an argument and disagreement between my brother and me in front of my mother. My mother wants there to be no dissention among her children, but I feel her love was blinding her to her son's faults.	I would condone his lack of responsibility, maturity, and sensitivity. I would feel like heck, hypocritical. I would feel frustrated that my mother always accepted my brother's behavior totally but always questioned mine. Accepting his behavior would mean accepting everything I do not believe in.	I would feel sarcastic. I would feel upset, uneasy, and uncomfortable. I don't like dishonesty and I wouldn't feel good.	That he would never realize how wrong he was and would never come back to being the brother I could love and respect and admire. He could be considerate of other people. I would just depart because I wouldn't want to be around. I would be distant and terminate the relationship to a certain degree.	Loss of a relationship with my brother.	If I could not have an honest relationship with my brother, I would have no relationship.	Relationship.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
4	F	I was living in an apartment with a roommate who was the same age as I was. I did not have many material things, but she did and it was basically her apartment. When the lease was up, she invited me to come live with her in the house she had bought. The two of us had gotten along very well together.	That we would get along well, but I would not have wanted to stay and would not understand why and would feel confused	That I would be feeling I wanted something different.	That I would not have sufficient control of my environment, material things, and my own life style.	Not having control of my environment and assume my own life style.	Loss of control	Own power over self.
5	F	My supervisor asked me to balance my checkbook, because they thought there was an error in it. It showed up that I was $2.76 overdrawn. I was supposed to find the error and I said why should I find it wasn't my fault. I know what I had in my checkbook.	I would feel remorse.	I would feel my privacy had been invaded.	I would feel they had interfered in my personal business and I might blow up.	Taking an order from another human being who is supposed to be on the same level with me.	To stand up for my rights to the best of my ability	Self esteem.
6	M	A girl friend asked me to fix the sink in the basement. She washed one load and wanted to wash another one but the water wouldn't go out of the sink. The sink was clogged and she wanted me to fix it. She asked me instead of calling for service probably because I was cheaper and I was available right away; free service.	I would get my arm and stuff wet fishing around in that smelly water.	I would fix the sink and then would be asked to do some other thing.	I would have to warn her about doing things wrong to prevent her from asking me to do other things.	I didn't want to have to be available all the time.	Being taken for granted and then not wanting to do things for people.	Self esteem.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
7	M	The medical direccor and supervisor at psychiatric clinic where I work requested that I have a patient of mine come in more than one hour at a time. More money would be made by me and the clinic.	Patient could be frightened by being asked to come more frequently and therapy could be endangered.	My chances of failure in the treatment would be greater in the long-run.	Patient would resume addiction and become suicidal risk.	Endangering success of therapy.	Would violate my moral standards.	Morals.
8	F	My boss at work asked me to switch my curriculum from a major in social work to some kind of computer science. She thought I could be surer of a job here as secretary than as a social worker. I think she had concern for me as a person but that she also wanted me to remain at the clinic longer than I intend to; that she would like to keep me as sort of a secretary rather than lose me at another job at another place. Also, I felt that she doesn't want me in the field. I don't know why but I picked up subtle hints. Maybe it's just a feeling of the control she has over me.	I would be totally dissatisfied with what I was doing. I would feel frustrated. My personal feeling would be like I gave up on something I really wanted; disappointed in myself in not completing what I started.	I would be angry at myself for listening to someone else and making a decision I did not want to make. I would be angry at that person that she had that much power to control my decision.	I would not get through the curriculum. With my lack of interest and enjoyment, I would not continue. I don't think I would be bettering myself by taking those courses.	Giving up something meaningful to me--my personal goals; and being controlled by my boss.	I would have given up something I was happy with. I would have felt cheated, frustrated, angry. I would have lost my independence and control over what I do. I would not have achieved up to my abilities. I would lose energy and motivation. I was resisting the loss of hope.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
9	F	The person I am living with asked me to openly talk about things that bother me and not cloak things. I was to stop concocting stories about what could be wrong and then, when I talk about the thing, doing so in terms of the story I have made up. Before making up a story, I should confront the situation and find out what is wrong. I should stop making assumptions about what is wrong and state what is bothering me. The person wanted me to change my way of dealing with what is bothering me because the way I was doing it was not working and it was stressful. I think what I was doing was elaborating on things with my assumptions to get them to such a proportion that it would be important. He wanted to improve the relationship. It was too stressful for him.	What I could see happening was being uncomfortable and being thought of as petty if I talked about these things because they might think they were dumb things. I think what I was doing was elaborating on them with my assumptions.	I would not be able to create a critical mass without my assumptions. I would not have a crisis and I needed the crisis. I couldn't be without this behavior pattern because of the dynamics of our relationship. If there was no crisis then we wouldn't be cemented in this relationship.	We would not be in this neurotic relationship anymore.	The current relationship would end. I never thought of a termination. The fear of the unknown. Fear of being alone. I was resisting my faith in my own inadequacy.	When you take away my inadequacy I don't have anything to replace it. But, even when you do have something to replace it with, there is still a loss. If I act in a different way and the relationship improves, that won't be me. If we get along fine, then he doesn't love me because that's not me.	Self definition.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
10	F	A clinical psychology professor in a course I was taking on testing felt that one of the persons I had tested needed help and so he requested me to reveal the person's name. He felt very strongly that the person was psychologically ill and he felt responsibility to step in and intervene	My professor would have been very happy. I would be relieved of the pressure to tell the person's name. I would have a struggle, though, with my own conscience about revealing this person's name.	I would have a lot of second thoughts about whether I did the right thing. I think I would have been angry with myself because I was doing something that I hadn't wanted to do.	That there would be bad consequences that may come from making this person's name public--both to me personally as well as the person I had tested.	I resisted the consequences both for the person and me personally.	Because it was my responsibility to maintain secrecy about the person's name and not reveal the name. It would have been wrong. It was a matter of conscience. It would have been unethical. I would not have followed my beliefs and principles.	Principle, belief.
11	F	There was a poster that needed to get framed and matted and I wanted to take it out and get it done. The other person wanted to have it done in the house. I was feeling frustrated because there were not any real clear guidelines on how to get it done here--if there were materials, how to get it paid for, whether it was proper to ask someone in the house to do it. But the other person had determined that and that it was going to be done in the house. But how to get it done seemed ambiguous and messy and I didn't know that I could carry it out.	That I would probably offend some people.	That I might be imposing on someone who would only do it because of the status of the person who wanted it done in the house rather than it being a proper request. I would rather get it done outside, more impersonally without all the personal interaction that it was going to take to get it done.	It might inconvenience the people who would do it, because they really aren't set up to do it.	I resisted what might result from doing it in the way that I had been requested to do it.	Because the process was unclear and I was confused. My way would be simpler and more business like and clear-cut--professional.	Certainty of consequences.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
12	F	Another person wanted me to change and come back into the relationship; he wanted me to come back into the relationship and participate and be caring. He requested that I change and try to make the relationship to work differently and be active about it. We had grown apart and the person wanted me to come back and be a nice person. But I was unwilling to do it.	I would change and I might like it; but I wouldn't want to like it. I wouldn't want to.	I would be trapped and really feel stuck in the relationship.	It would be O.K. for him but not for me; but it would be destructive for both of us. I would feel guilty.	Doing what I didn't want to be or do.	I want to change but not for that relationship	Own power over self
13	M	A friend of mine advised me that I should have more patience in my dealings with the friend; that I should show more attention to what was being done and be less quick to speak before I knew exactly what was going on, and try to understand the person. At first I was on the defensive because I felt that I had good patience. But because I thought of myself as a level-headed person, I was willing to look at it and see if I was not giving patience and understanding. Well, after giving the request some thought, I sort of evaluated myself and was willing to see whether or not I have patience. Basically, my decision was that I have good patience and didn't need to change my behavior. So I changed my thinking instead, but not my behavior. I thought that I had enough patience but perhaps not enough to deal with that situation under the circumstances at that particular time.	It would be like giving in under those circumstances like giving in because one instance arose where the person thought I didn't have enough patience.	I felt that if I did it under that one circumstance, a request would be made every time something like that happened. Then it would be like me being caught each time and someone else is controlling my behavior, and that's not the way it should be.	I would be giving up a lot of control and may just change in order to appease other people.	Being manipulated and controlled.	I should be able to evaluate my own behavior.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
14	M	There were requests that I fix up the basement. There were a lot of positive feelings attached to doing the basement--fixing it up and making it look nice and give us a pleasant place to recreate.	It would grow in complexity as to what had to be done.	I would need to do it just so, just right, to make it more than adequate. It would have to be a sterling job.	I would have feelings of inadequacy in terms of my skills as a renovator; my unsureness about what to do and whether I could do it.	Fears of making a mistake that would be obvious to me that I would have to live with every time I went down to the basement; screwing up. Also, getting locked into a long-term project that I wouldn't want to commit that much time or energy to.	I didn't want to face up to my own inadequacies. Also, some passive resistance to that being done to me.	Self esteem
15	M	We received a request that, for training-related activities, we use state cars instead of our own vehicles as a first choice. The state cars are without benefit of air conditioning radios, white-wall tires, etc. The memo was typically not worded so precisely that there wasn't room for interpretation.	That it would be an inconvenience to me; signing up ahead of time. Not being able to come and go as I please.	The cars would be inadequate. Riding in a car with less comfort, less trunk space.	I would get tied into a whole administrative process of fighting for the right to use a car which I didn't want to use in the first place.	Giving up all those creature comforts, giving up a certain degree of autonomy in just being able to come and go as I please.	It would have been irritating to think of giving up my radio, air-conditioning, own car.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
16	M	I made a little fish lure that is a companion to my other lure. In my company, a line of these lures are then produced for large market sale. My family did not like the design of the lure I didn't change it anyway. It eventually got changed but I will tell you right now it wasn't because of what anybody told me. It just happened that way, it had gotten changed. I just made another design and I didn't take into consideration what anybody said to me. I just made another design and went with it. I think eventually it evolved into what everybody wanted anyway, but I didn't do it because somebody told me to do it. The last think I would do would be to do it if somebody told me to do it, suggested that I do it. It just came about that it got changed. My sister-in-law, my mother, and Stan-the tool and die maker--didn't like it and all told me to change it; they said it was wrong. I listened to what they said but I said the heck with it and came upon a design and they didn't say anything about it so they obviously liked the other one better. Just as a matter of record, it wasn't because of what anybody said. I was damned well going to stick with the first one, but it turned out that I needed a bigger one than the first one and it just turned out different.	I would be thinking that it was my baby and it took a lot of time. People don't realize that I have to grind these things out of metal and that it takes a long time to do that and that I was just really happy with the first one I made. That I really liked it. That I thought it was good Everybody said it was out of shape, not aligned, and that sort of hurt me. It's just probably what's called artist's pride I guess. It's got to be that.	I would be thinking that they didn't have any right and that I should have told them to butt out	That the second one I made might not turn out as good as the first one, the one that I had already made and accepted. That it would be worse than the first one and it wouldn't be good. That I should have known I wouldn't come up with anything better if I changed it.	What might happen as a result of making another one.	I was afraid of a change; that I might not end up with as good a product and that I would have been taken.	Reputation

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
17	F	My parents wanted me to wear my raincoat because it was raining outside. They wanted me to wear my long rain coat, but I thought it didn't look good. I wanted to wear my short coat 'cause everybody else wore a short one. They said please change your clothes and that the short coat is not acceptable to wear to a recital which I was going to. They wanted me to wear the long rain coat, but I refused cause everybody else would of worn a short coat. My parents asked me so that I would look acceptable for going to a recital and also, since it was raining, so I wouldn't get wet. I was mad at them. I really wanted to wear what my best friend and everybody else wore, so that I would look like them and everybody would respect me.	That people would not like me because I wore that kind of stuff. They would not think that I was cool or that I was nice or something.	I would sort of feel embarrassed because people would be saying that about me. They would ruin my reputation.	My parents might think they are always right.	I didn't want to be embarrassed or my reputation ruined.	I really didn't care about wearing my long coat, I love that coat. It's really pretty But, I didn't want to lose my friends.	Reputation

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
18	F	My boss, who is the psychiatrist and the owner and medical director of the clinic, wanted me to do an intake procedure a little differently. I assist him with intakes on new patients and he wanted me to quicken what I was doing. I refused to do that, and so what we tried to do is to have someone else split the procedure up, and he was not willing to do that. So, I told him that I was not willing to go quicker and that he would have to go at my pace. I felt it was impossible in order to do the same quality of work. It would be slighting the patient which I felt would be wrong. My boss was feeling that we needed to see more patients than is physically feasible. He enjoys working and making himself available immediately. I also feel that he likes the financial benefits.	The patient would feel shuffled through the clinic, it would make for poor patient care, and I would be angry and feel I'm not working up to my potential. It would be negligence and the patient would feel that way.	That I would feel very frustrated because I had known that it was not possible for me to have done an effective job, and I would feel very angry at my boss in particular.	That this would continue day after day, and would just build up over and over again and I would get to the point where I would feel so frustrated I would end up quitting this portion of my job.	The frustration, the anger and not wanting to feel that way. That the patient would not have received good care with this ridiculous and impulsive request, and that I was not going to lower myself to following anything like that.	It would have meant that I was buying into how impulsive and ridiculous it was and going against my better judgment. I feel that I can make decisions about my own work and make decisions about what is right and what is wrong, and I was not going to follow something that I felt was totally inappropriate.	Principle, belief.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
19	F	The Speech Department in my school which I am a member of, decided that we should organize a faculty inservice to explain speech and language development and things teachers can do in the classroom to enhance their children's speech and language development, and do the same thing for groups of parents. This was to improve our department's public relations among faculty, give more input to them, be more noticeable, more visible, more indidpensible to the faculty.	I just hate public speaking. So I saw myself as not being real effective and not comfortable. Also I thought that they would be unreceptive and that we would be pushing something on them that they really didn't care that much about. I imagined having a lack of response and interest on their part.	That we wouldn't get much feedback, but that there would be a feeling of relief that it is over, but not so much that I really supplied them with terrific stuff.	That I would have a general feeling of relief that I won't have to do it again, that I tried and did it, that I won't have to do it for another year.	It was the effects of what I was doing that I was resisting.	I don't look forward to doing this kind of request. I hate the anticipation of it. It is real stress producing. All the time before I had to do it, I would be nervous and worried about it, and then actually doing it would be so uncomfortable. It wouldn't be well received. Also, in my own school, I feel that I do a good job and communicate well with the teachers and parents. I don't do it perfectly, and it could be improved, but not so poorly that this would be an important thing to do.	Self esteem

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
20	F	When I have a dirty dish, I don't put in in the sink; I put it on the counter. My new husband likes to put dirty glasses in the sink. I don't like to go to a sink and find a bunch of glasses in the sink. So I asked him not to put things in the sink. He said why don't I change and put things in the sink. I refused to do so, and I ordered him not to put anything else in the sink.	Every time I went to the sink I would probably get angry and chew him out, or be a terrible person to live with.	I would feel he made me do something that I didn't want to do. Again, I would feel resentment.	It would still keep eating at me and I would probably bring up the situation of me putting dishes in the sink, but I would be snappy and mopey, and I would either be very quiet because I would be upset, or I would just be a horrible person to live with. I would get very grouchy, and I wouldn't want to put up with anything after that.	The consequences of doing it.	It would be extra work. I don't like to do extra work and prefer an easier way. And extra work would make me even angrier.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
21	F	At the beginning of the semester in this chemistry class, the instructors told us that the way to get a good grade and the way to study is to keep up with the work and do problems as you go along, and prepare yourself for class ahead of time; don't put it off. I thought that was a good idea and makes sense, and I kind of made a mental commitment to myself right then that I'm going to do that because I want a good grade in this class. But, each of us set our own time schedule; nobody checked if we were keeping up with the reading and so since it wasn't something that was due the next day, I would put it off and if it worked out I didn't do the problems. As it came to exam time, I had barely read the material and had all this material piled up in front of me. It was too late. I didn't do as I was advised and I flunked the course.	That it would be time consuming, it would take energy, I'd have to concentrate, it would be boring.	That it was something I didn't want to do, that it was not enjoyable.	That later I would feel like doing it and it would be OK.	Being bored and having an unpleasant experience.	I didn't want to be bored. I was able to fool myself by thinking that I could put it off and it would go away for now.	Self definition.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
22	M	A client of mine (psychiatric clinic) asked me to give him a different appointment time. The person said that the current time was inconvenient, that it was during his day off and it was in the middle of the day and there were so many other things to do that this interfered with. The client requested an evening time. My evenings and my times with my family are very limited, so it would have taken away from my time with my family. Also, I had the impression that the client wasn't really motivated for therapy and that there would be ensuing complications with whatever time I gave him; that there was an illegitimacy of his motives. I did not give him a different time.	That I would have feelings of resentment, perhaps, and anger that would interfere with my ability to do my job of being helpful to him. That I had been manipulated.	That I would be unhappy; upset with myself.	That I would have given him a time and I would have taken away from my own free and personal time and he would not show up for an appointment and then I would feel even more angry and resentful at both him and myself.	Having feelings of resentment over giving up my personal time and the illegitimacy of the client's motives.	It would have been a bad experience for me and would not have aided my ability to have a helping relationship with the client.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
23	F	In our department we started using new forms and we had a different way of doing our paperwork; a different procedure than the one we had used the year before. I understood the reason for the change, but because I wasn't familiar with what I was supposed to do, I found I was in a state of avoidance. And so I avoided the change because I didn't feel it needed doing, and the longer I avoided it the worse I felt because I knew I was supposed to be making the change.	That I would feel overwhelmed. I have a tendency to always think, if I don't know how to do something, people will think I'm so crazy or so stupid.	That I would have to ask people over and over, and that I would feel that I should have picked it up quicker, and that everybody can do it and I can't. I would feel inadequate.	That I would be in a paralyzed state. I should find out how to do the job, but I'd be afraid to ask anyone about it. I wouldn't know how that would affect their opinion of me.	Feeling inadequate and not having approval of others.	I'd rather feel good about myself rather than poorly about myself.	Self esteem.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
24	F	My daughter asked me to stop nagging her about her studying and to have faith enough in her ability to know that she would study, and have enough confidence in her to believe that she would accomplish it without my having to check. I think she wanted to assert her independence and show that she is a mature individual who can think for herself.	Probably nothing would happen.	I would get anxious because I would think she's getting behind or that she's not going to meet the deadline.	She will probably get her work done and make good grades even if I stop nagging her.	My anxieties.	Because my nagging is probably more reassuring to myself that she's going to continue to do well. It's probably more subjective with me --has more to do with my anxieties than with her. If I could be so trite, it's probably my maternal instincts-- that feeling that I know best the way that she should be doing things, and that she needs me to assist her. Also, many times, I have to type her papers and her assignments and she waits until the last minute and that puts pressure on me to have to figure out a way to get it typed, especially when the typewriter isn't working and she may have to find one somewhere else.	Type of relationship.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
25	M	At the agency where I work, when we bring a client to the desk we must at some time prior to the actual questioning advise the person that the information we are asking for may involve their privacy: marital status, if they've been married more than once, how the marriage was dissolved, if they have a disability as part of their claim, how the disability came about, whether they were at fault, etc. We have a printed statement that can be told to the client verbatum or it can be paraphrased. My contention is that it is the judgment of the interviewer as to how one tells the client, because we have to deal with persons at various levels of intelligence and mental health. A recently appointed supervisor of the particular area in which I work advised me to stick exactly to a verbatum statement, after he made a random observation of my work. Being new, he felt we had to follow certain procedures set down in the performance manual. I've had much more experience. After he gets more experience, we'll come to an understanding about this. I was not about to do as he said.	That it would consume unnecessary interview time.	That I would feel it was totally unnecessary.	I would feel that it had hindered the interview and that the reading of the verbatum statement had impersonalized the interview, intimidated the client, and made him reluctant to answer questions.	Hindering of the interview process.	The supervisor was not aware of what he does not know and what I know from my experience.	Effectiveness in relationship with others.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
26	F	In my husband's family gatherings I am not the quiet little mousey type that I guess his parents would like me to be. Whenever we gather, my husband always starts off with telling me that he's going to give me a report card at the end and that he wants me to behave so he won't have to make excuses or be embarrassed of my kind of actions around his family. So, he really demands a change of me, and I say I'm going to, but I always don't. I'm just not the kind of person to just sit there and be a subservient woman. He asks me because it's family and he does have some obligations to the immediate family because they are a part of him.	That I would sit there and take in the conversation and react to it in my head in a negative way; and just carry on a fantasy conversation with myself about what reality could be.	That it would be a lie, that it wasn't my real feeling. That I was just doing it because of the request. But in my gut, I wanted to say just the opposite to spark something.	That at least when we left, that there wouldn't be a battle between my husband and me. I would be a martyr, but I'd be happy and get my reward.	The battle at the end. Yeah, I said there wouldn't be one, but there would be because I'll start it. Like you owe me because I was good, so now where are you going to take me. I would now get him to pay me back for being a good little girl. Like I'd make him do something I know he hates, just because I had to sit and go through this, and now you owe me buddy.	I just couldn't deal with what they expected. I know this is what is expected of me, but the things the family was saying is that the all-American woman is supposed to stay home and have babies. I'm sorry, I just could not modify my values to suit theirs. I just could not sit there as miss goody two shoes and say you're right. Within myself, I could not be that perfect woman. I had to come out and say this is the way it is. I guess I was resisting the lie. Yeah, because it is. I couldn't live with that. It's like this is not the way it is. This is the way I am. This is who he married and this is the way we are. I'm not staying home having babies. He is home cooking. He's not out everyday. We've just totally reversed the whole marriage role and to his family that's appalling. I mean if he really wanted me to fit the mold, then don't marry me. He married me, then deal with it; and I guess that's my big underlying	Self definition. thing, and I tell him that. But I say if that's what you want, you should have married somebody like that so you could go to the family reunions and have a good time. But, that's not what you wanted. So, go to the family reunions and put up, or you're going to owe me. I think they should just have to deal with us, and at least be accepting. I'm liberated; so they should know it.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
27	M	I received a rather lengthy several page memo from an administrator at work in which I was being asked to change the performance evaluations that I do on employees. It was a new system being developed which would require me to utilize new sets of forms to develop a rather complicated, sophisticated set of objectives for the first and the next year and to then rate employees' performance on those objectives and to revise those objectives and so forth.	That it was totally absurd to do all this and that it would have little, if any, impact on improving people's job performance. My heart would not be in it. I would be doing it just to do it and I would certainly make my own biases about it come true by not putting any stock in it. I would resent it the whole time I was doing it.	That it was going to take a tremendous amount of time at a time when I would be under a lot of time pressure and over-committed. The administrative area was an area where I had felt I had the most control of my time, and here was a request coming down which was going to decrease my control.	That it was the strain that broke the back; that it was just one more thing in a series of a number of requests to do various administrative kinds of things which had absolutely no merit. So I would be rather angry about a request that nobody had consulted me about.	Being forced, because of expectations of others, to go faster than the traffic allows me to go and the risk of "sloppy driving."	Because I would not be able to manage the expectations placed upon me very well, and people wanting to pile more and more obligations and expectations on me.	Own power over self.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
28	M	My son was living with his mother previously, not far from where I live. We talked rather frequently by phone because it was not a toll call. A few months ago, he took a job in a city about thirty miles away and lives in a place where he does not have a phone. There was no communication between us and I think he missed it. So he asked me to call him at work with the understanding that I would be reaching him and that would be a signal for him to call me back. So I would call him, but it never seemed to be an easy-going immediate kind of conversation. He would never be the one to answer the phone and they would always have to go get him. The most frequent answer was: "Dad, I'm busy now; can I call you back?" When that didn't happen, we would try to talk real fast to get it in so he wouldn't be away from the customer too long. In calling back, that was still rushed. He would call back sometimes and sometimes he'd forget to call back, in which case, I would think, well any minute he'll call; and that sort of leaves you in limbo. Also, he has odd ball hours. I have had the experience of someone saying he isn't in today, or he comes in at four o'clock or something of that order. Most often he didn't know what his schedule would be until the week of that schedule. Sometimes when I called, I was told that he wasn't in that day or he was coming in later; or if I called in the evening, that he had had the early shift. You know, this kind of thing; he was already gone. Even though he still asked me to call and wanted to talk with me, I just decided that I would not call anymore.	That it would be very much of a repeat of the aggravation that I had with a rushed, speeded up few words.	That I would be waiting for a call that would not come.	That I would call and find out that he was not there.	Rushing through a conversation and waiting for a call back that might never come.	Because I would never be sure that we would be communicating with each other. If I had something important to say to my son, I would not be sure if he really got my message or if he really understood what I was saying to him.	Type of relationship.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
29	F	My husband noticed that I wasn't exercising. He felt that running would be the most perfect exercise for me, because I am overweight and out of shape. He wanted me to get up at six o'clock and run a mile every morning, and I just don't intend to do that. I have been asked to do that. I have been pleaded, I have been told that this is what you need to do; this is what you should do; I'm going to get up with you and you're going to do it. But, I never did.	That I would probably be in a whole lot of pain and feel great.	I would probably be tired but very proud of myself for having done something that I know I should have done, and that would make him happy too.	I would probably have lost weight. It would take me forever to lose this weight. I would probably be so into it that I would continue it at least on a two or three time per week basis, providing I didn't have any problems of a physical kind.	None of the things I just mentioned. I resented him asking me for a lot of reasons. I resented the fact that I didn't have my own initiative and that I had to be told, that I must obviously look bad enough to tell me that, that I don't have one of those bodies where I can get up from having a child and look like I did when I was sixteen. I just resented the fact that I would have to change my habits and I'd have to work at staying in shape.	Because I'm just too lazy. I don't think it's that I resent him, because I happen to resent half of the people in the world. I just think it's my own lack of get-up-and-go and drive and I resist facing that.	A mask to myself.

No.	SEX	NATURE OF THE REQUEST	STATEMENT OF WHAT MIGHT HAPPEN WHILE DOING WHAT WAS REQUESTED	STATEMENT OF WHAT MIGHT HAPPEN RIGHT AFTER	STATEMENT OF WHAT MIGHT HAPPEN LATER	STATEMENT OF WHAT PERSON RESISTED	STATEMENT OF WHY PERSON RESISTED	INTERPRETATION OF TYPE OF LOSS
30	M	I have always had a difficult time speaking up in our faculty meetings. I have things to say which I feel afterwards could have made an important contribution and might have even changed the course of a decision. But when I think of saying something, I get concerned that it won't be clear and then perhaps it won't sound intelligent and I will be viewed as an inept thinker. Or I might even get defensive if others don't agree or understand. So, I usually don't take the risk, even when it seems so obvious to me that everyone is missing an important aspect of an issue. I've had this kind of experience over and over again and after meetings are over and I've said nothing, I leave terribly disappointed in myself. On rare occasions when I have spoken up and it seemed to come out just as I wanted it to and there seemed to be a positive, or at least not an obvious negative response I have left the meeting feeling good that I asserted myself successfully. But, most often this has not happened and I end up viewing myself as a coward rather than a hero. I spoke with a colleague who had this problem but overcame it. He told me that I had a responsibility to share my thoughts and that much of what other people say in faculty meetings is not so powerful as to make any of my comments less so. He convinced me about this and even requested that I share my thoughts whatever they were. Several meetings have gone by and I have still not done this and I cannot see myself doing so in the future.	That I would get over-concerned and try to be especially scholarly in my words and end up saying something that few people understood; and, that I'd either be asked to clarify what I said or there would be no response.	That I would seek out my colleague and ask him if what I said made sense.	That I would feel embarrassed that I had made such a deal out of such a small issue.	Exposing my ineptness in publicly stating my thoughts even though they may be useful or even profound.	As the saying goes, it's easier to be silent and reduce the risk of being seen as unthoughtful or as a sloppy thinker--which I'm not.	Social esteem.

QUESTIONNAIRE

INTRODUCTION

I am a member of a University of Michigan Seminar in which we are trying to learn more about how and why people respond to various types of requests for change. We have developed a few questions on this topic and each of us is to interview at least one person. The interview will probably take us no more than an hour. We will only be using the responses people gave and no names; so your name will not be mentioned. So that I do not have to write everything down, I would appreciate the opportunity to use a tape recorder.

Do you have any questions?

May I use the tape recorder?

1. When people are asked to make a change in the way they are doing things, they may go along with the request or they may find it more appropriate not to go along with the request. Can you think of any times within the past year when you were either requested, asked, advised, told, or perhaps were demanded to do something differently than the way you were doing it at the time and you did not do so? You were being asked to make a change and you were unwilling to do so.
[Record no more than four.]

_____

_____

_____

_____

2. Which one of these do you have the clearest memory of? (Star the one selected in No. 1 above.)

3. Would you be willing to tell me about that time (one clearest in memory) in some detail--who made the request, what it was you were supposed to do, how it happened that the request was made, what you were thinking might happen if you followed the request: (a) while doing it, (b) right after doing it, and (c) and after that?

(a) Who made the request?_____

_____

(b) What was it that you were supposed to do?_____

_____

(c) How did it happen that the request was made?_____

_____

(d) Why did you think the other person made the request?_____

_____

(e) What were you thinking might happen if you followed the request:

(a) While doing it?_____

_____

_____

(b) Right after doing it?_____

_____

_____

(c) After that?_____

_____

_____

4. As you think about it now, what was it that you actually resisted--doing the thing, or any of the things that you were thinking might happen? (INTERVIEWER: RESTATE SEPARATELY, CLEARLY, AND SLOWLY, THE THING TO BE DONE (from #3b above) AND EACH OF THE THINGS WHICH MIGHT HAPPEN (from #3e above).

_____

_____

_____

5. Why do you think it was that you resisted (thing(s) identified in #4 above)?

_____

_____

_____

Bibliography

Fried, E. Active/passive:The crucial psychological dimension. New York: Harper and Row, 1970.

Hultman, K. The path of least resistance: Preparing employees for change. Austin, Texas: Learning Concepts, 1979.

Kerlinger, F. N. Foundations of behavioral research, Second Edition. New York: Holt, Rinehart and Winston, Inc., 1973.

Menlo, A. The growing of persons: Speculations, readings, and activities in the actualization of human potential. Ann Arbor: Office of Instructional Services, School of Education, University of Michigan, 1980.

Menlo, A. Training leaders to facilitate participation in adult groups. Journal for Specialists in Group Work, 1981, 6, 175-182.

Miles, M. B. Learning to work in groups: A program guide for educational leaders. New York: Teachers College, Columbia University, 1959.

Miller, J. G. Living systems. New York: McGraw-Hill, 1978.

Swensen, C. H. Jr. Introduction to interpersonal relations. Glenview, Illinois: Scott, Foresman and Company, 1978.

Szent-Gyoergyi, A. Drive in living matter to perfect itself. Synthesis: The Realization of Self, 1974, 1, 12-24.

Watzlawick, P., Weakland, J., and Fisch, R. Change: Principles of problem formation and problem resolution. New York: W. W. Norton and Company, Inc., 1974.

Zaltman, G. and Duncan, R. Strategies for planned change. New York: John Wiley and Sons, 1977.